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ABSTRACT

Recent research has shown that, to exercise more effective leadership, principals need to match their behaviors with the appropriate needs and concerns of teachers. Concepts and tools from work done by the Research on Concerns-Based Adoption Project at the Austin campus of the University of Texas were employed to provide principals in the Palm Beach County (Florida) Schools with the understanding and skills that the role of instructional leadership demands. This paper first describes the concepts and tools derived from field-based research and selected for principals' use in enhancing leadership; it then describes the leadership program of inservice education for administrators, reports the techniques and strategies employed in developing principals' skills in utilizing the new concepts and tools, and provides a brief discussion of the implications of developing leadership skills. (Author/MLF)

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IMPLICATIONS FOR RESEARCH:

PREPARING PRINCIPALS FOR LEADERSHIP ROLES

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Paper presented at the annual meeting of the
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IMPLICATIONS OF RESEARCH: PREPARING PRINCIPALS FOR LEADERSHIP ROLES[1]

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The importance of the instructional leadership role of the principal is being cited with increasing frequency. The principal is being associated with effective schools (Edmonds, 1981), improved reading scores (Venezky & Winfield, 1979), and school improvement (Lieberman & Miller, 1981). To be an instructional leader, a principal needs to become proactively engaged in supporting and guiding instructional efforts in the school. This kind of activity is very often buried in the more typical ones of managing the school and serving as the school's community and/or public relations representative.

Principals do not change simply because it would be "good" to do so. To implement the role of instructional leader, the principal must develop new skills and demonstrate new leadership behaviors. In recent research, it has been hypothesized that to exercise more effective leadership, principals need to appropriately match their behaviors with the needs and concerns of their teachers (Hall, Hord & Griffin, 1980). Training principals to do this is important.

To support a school improvement effort in the Palm Beach County Schools, Florida, tools were selected and relevant training was designed that would assist principals in exercising leadership related to teachers' needs.

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[1]The research described herein was conducted under contract with the National Institute of Education. The opinions expressed are those of the author and do not necessarily reflect the position or policy of the National Institute of Education. No endorsement by the National Institute of Education should be inferred.

Concepts and tools from research done by the Research on Concerns-Based Adoption Project (CBAM) at the Research and Development Center for Teacher Education, The University of Texas at Austin, were employed to provide principals with the understanding and the skills that the role of instructional leadership demands.

Objectives of This Paper

Many principals report that they do not have sufficient time or are uncomfortable in assuming instructional leadership in their schools, yet they are being thrust into demonstrating this capacity. This paper reports an effort to provide these school practitioners with products and with related training designed to respond to this dilemma. The objectives of this paper are: (1) to describe the concepts and tools derived from field-based research and selected for principal's use in enhancing leadership; (2) to describe the leadership program of inservice education for administrators; (3) to report the techniques and strategies employed in developing principals' skills in utilizing the new concepts and tools; and (4) to provide a brief discussion of implications of developing leadership skills.

Content of Leadership Inservice: Concepts and Tools Selected from Research on School Improvement

In order for principals to demonstrate leadership, they need knowledge about the available actions they can exercise and a basis for making judgements about which options to select. Two results of research on school change have provided concepts and tools for principals' use in such endeavors. Their descriptions follow.

Stages of Concern (SoC)

An important conceptual framework for monitoring and facilitating the process of instructional improvement is the Concerns-Based Adoption Model (CBAM), developed at the Research and Development Center for Teacher Education at The University of Texas at Austin. The CBAM offers to principals a unique approach to the facilitation of instructional improvement and to the support of faculty involved in school improvement efforts. One of the dimensions of this model is Stages of Concern (SoC) (Hall, George & Rutherford, 1977). Stages of Concern describes seven kinds of concerns that teachers (and others) experience at various times in the process of school change (see Figure 1). The term concerns is defined here as the feelings, attitudes, thoughts or reactions an individual has related to a specified program, practice, etc. All teachers faced with a new or evolving situation experience concerns which are identifiable, developmental, and to some extent predictable. The work of Fuller (1969), who identified self, task, and impact concerns in preservice teachers as they moved from training to teaching, is the base upon which Stages of Concern is built. Reliable and valid instruments for measuring the seven Stages of Concern, as well as methods for interpreting the measures have been developed.

The Stages of Concern concept is useful to principals for gaining an understanding of their faculty who are engaged in the process of change. SoC data collection procedures can provide information to serve as the basis for making relevant decisions about actions to take to support teachers. This framework was used with principals, training them in its application as a diagnostic tool for obtaining information about teacher needs. The training will be described in the inservice "delivery" section of this paper.

Figure 1

STAGES OF CONCERN ABOUT THE INNOVATION*

	STAGES OF CONCERN	DEFINITIONS
IMPACT	6 REFOCUSING	The focus is on exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative. Individual has definite ideas about alternatives to the proposed or existing form of the innovation.
IMPACT	5 COLLABORATION	The focus is on coordination and cooperation with others regarding use of the innovation.
IMPACT	4 CONSEQUENCE	Attention focuses on impact of the innovation on student in his/her immediate sphere of influence. The focus is on relevance of the innovation for students, evaluation of student outcomes, including performance and competencies, and changes needed to increase student outcomes.
TASK	3 MANAGEMENT	Attention is focused on the processes and tasks of using the innovation and the best use of information and resources. Issues related to efficiency, organizing, managing, scheduling, and time demands are utmost.
SELF	2 PERSONAL	Individual is uncertain about the demands of the innovation, his/her inadequacy to meet those demands, and his/her role with the innovation. This includes analysis of his/her role in relation to the reward structure of the organization, decision making, and consideration of potential conflicts with existing structures or personal commitment. Financial or status implications of the program for self and colleagues may also be reflected.
SELF	1 INFORMATIONAL	A general awareness of the innovation and interest in learning more detail about it is indicated. The person seems to be unworried about himself/herself in relation to the innovation. She/he is interested in substantive aspects of the innovation in a selfless manner such as general characteristics, effects, and requirements for use.
SELF	0 AWARENESS	Little concern about or involvement with the innovation is indicated.

*Original concept from G. E. Hall, R. C. Wallace, Jr., & W. A. Dossett, A Developmental Conceptualization of the Adoption Process within Educational Institutions (Austin, Tex.: Research and Development Center for Teacher Education, The University of Texas, 1973).

Intervention Taxonomy

Understanding what principals can do to facilitate the school improvement process is important. A prescriptive dimension of the CBAM is the Intervention Taxonomy (Hall, Zigarmi & Hord, 1979), a framework useful to principals in choosing interventions to increase effective leadership. The taxonomy consists of "levels of interventions," conceptualized as a way of understanding the variety of possible actions which may be employed by the principal. These levels vary in terms of scope and duration, and therefore, the possible impact of the actions taken by a leader to support instructional change or improvement. Six levels have been defined: policy, game plan, strategy, tactic, incident and theme. (See Figure 2 for a brief definition and example of each level.)

Providing understanding and training in use of the intervention levels makes it possible for principals to plan their activities and design appropriate interventions. They might be small "incident" interventions, such as providing materials to a teacher or giving suggestions to a teacher about improving use of a program; or they might be larger "strategy" type interventions, such as arranging ongoing inservice training for teachers using the program or periodically sending memoranda to all teachers as a technique to share exemplary practice of one or more teachers in the program.

A "sub-framework" of the Intervention Taxonomy is Game Plan Components, a specification of the various areas of the game plan level intervention. This concept directs the facilitative administrator's attention to providing leadership in six possible activities to support teachers in instructional improvement: developing supportive organizational arrangements, training, providing consultation and reinforcement, monitoring and evaluation, external communication and dissemination. (See Figure 3 for definitions of the six

Figure 2

Levels of Interventions

Policy: a policy is a rule or guideline that directs the procedures, decisions, and actions of an organization and the individuals within it. Policies usually affect most, if not all, of the individuals in the organization and are in effect for extended periods of time (years).

> Example: Teachers will be provided with inservice training in the use of each new curricular program during the contractual day.

Game Plan: a game plan is the overall plan or design for the interventions that are taken to implement the improvement. It encompasses all aspects of the implementation effort, lasts the full time period of the change process, and affects all persons who are directly or indirectly involved.

> Example: After the principal provides an initial awareness and information session, teachers will attend three day-long inservice sessions providing training in how to use the objective-referenced math program. These sessions will be scheduled throughout the first year of implementation.

Strategy: a strategy is a framework for action; it translates theory at the game plan level into concrete action. Strategies cover a large portion of the change process time period and impact most, if not all users.

> Example: Training sessions will be held each month throughout the course of the change effort for administrators and teachers.

Tactic: a tactic operationalizes strategies. A tactic is a series of actions intentionally undertaken to affect attitudes or use of the educational improvement. Tactics cover a shorter time period than a strategy and affect many innovation users but not necessarily all of them.

> Example: Several times during the first half of the year the principal and teachers view video tapes of teachers using a new reading program.

Incident: an incident is the singular occurrence of an action or event. Incidents may be one-of-a-kind happenings or they may aggregate into tactics and strategies. Incidents usually cover a very small amount of time and can be targeted at one or more individuals.

> Example: The principal gives suggestions to one teacher about how to improve his/her use of the new science lab.

Hall, G. E., Zigarmi, P. & Hord, S. M. A taxonomy of interventions: The prototype and initial testing. Austin: Research and Development Center for Teacher Education, The University of Texas, 1979.

Figure 3

Game Plan Components

Developing Supportive Organizational Arrangements: actions taken to develop policies, plan, manage, staff, fund, restructure roles, and provide space, materials and resources to establish and maintain use of the educational change being implemented.

Training: actions taken to develop positive attitudes, knowledge and skills in relation to use of the improvement through formal, structured, and/or pre-planned activities.

Providing Consultation and Reinforcement: actions taken to encourage use and to assist individuals in solving problems in implementing the change. Often, these actions are idiosyncratic, problem-specific, and targeted at an individual or small group of individuals.

Monitoring and Evaluation: actions taken to gather, analyze, or report data about the implementation and outcomes of a change effort.

External Communication: actions taken to inform and/or gain the support of individuals or groups external to the users.

Dissemination: actions taken to broadcast information and materials to encourage others to adopt the proposed educational change.

Hall, G. E., Zigarmi, P. & Hord, S. M. A taxonomy of interventions: The prototype and initial testing. Austin: Research and Development Center for Teacher Education, The University of Texas, 1979.

Hord, S. M. & Loucks, S. F. A concerns-based model for the delivery of inservice. Austin: Research and Development Center for Teacher Education, The University of Texas, 1980.

components.) Together, these concepts of Intervention Levels and Game Plan Components provide guidelines for the principal's consideration in planning leadership activities.

Based on the results of longitudinal research on the change process in schools, the CBAM model would propose that the selection of interventions from the Intervention Taxonomy respond to, or match, the Stages of Concern of teachers. Thus, these concepts and the practical application of their relationship were introduced to principals.

Training Design: Delivering Leadership Inservice Education for Principals

As a strategy to provide a consistent instructional program for pupils in a school district characterized by a high percentage of pupil transfer within the district, a curriculum for district-wide use was mandated for development and implementation in the Palm Beach County Schools. As these curricula for all subjects and grades K-12 were being developed, the concern for implementing the new curricula was being addressed. It was a commonly held view by district personnel that the building principal would be the key to the effectiveness of the implementation effort. Providing inservice training to principals to improve their implementation leadership skills was deemed crucial; the CBAM concepts were selected for this training.

Training in Stages of Concern

The principals' CBAM training was concerns-based itself. The training was designed to respond to their early, lower stage concerns, to resolve the lower stage concerns so that higher stages might develop. The development of the higher impact concerns would mean the principals were primarily focusing on their clients, the teachers, and how their actions were affecting them.

The first phase of the training focused on Stages of Concern and was initiated by a one-day training session of orientation and introduction to the concept of SoC (see Figure 4). Information was provided about three techniques for obtaining data from teachers about their concerns. These three procedures include Open-Ended Statements of Concern (Newlove & Hall, 1976), the Stages of Concern Questionnaire (Hall, George & Rutherford, 1977), and informal "one-legged" interviews. At this session principals had practice in using all three techniques, and in interpreting and applying open-ended concerns data in a real-school situation.

Several months later a second session was held in which Stage of Concerns theory was reviewed and practice provided in interpreting and using data derived from the SoC questionnaire. This activity required the interpretation and application of concerns data in a "case study" of school change. Concerns-based interventions (related to the diagnosis of concerns) were generated for this school change experience. Several months later, principals were invited to collect concerns data from their own faculty using one of the three procedures they had practiced during the inservice sessions. Then a workshop was scheduled to help principals review their data and to refine their understanding of the Stages of Concern concept. Importantly, interventions were considered and intervention activities related to teacher's concerns were suggested in small group discussions. Shortly thereafter, the school year, and the first year of implementing the new curriculum, ended.

Reinforcing the Need for Intervening

In the following August in the second phase of training the concept of concerns was revisited in a three-hour session for principals. This session started with a presentation and discussion of more complex (or less straight forward) Stages of Concern data and then focused in large measure on the

Figure 4:

Principals' Inservice: Time Line

	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
Year 1: First Phase	Introduce Stages of Concern, 3 data collection techniques, open-ended case study			Review SoC questionnaire data, case study, concerns-based interventions			Collect own SoC data, review data, refine SoC understandings, concerns-based interventions				

	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
Year 2: Second Phase	Review SoC, more complex interpretation, overview of teacher's curriculum opinions	Practice SoC data collection, introduce intervention frameworks, small-scale intervention activity		At-home project: collect data/ design interventions, write report	Feedback provided by workshop leader						

district report of teachers' reactions to the first year of using the new curriculum. It was hoped that, in combination, the review of looking at individual teacher concerns data and the district overview of teachers' opinions about the new curriculum would provide principals with information and renewed diagnostic skill so that they might further reflect on concerns-based actions that they might take with their teachers.

Training in the Intervention Taxonomy

To help principals develop a larger repertoire of actions to take with teachers, the conceptual frameworks of the Intervention Taxonomy were shared. These tools would provide more formal consideration and prescription of interventions. This training session on the Intervention Taxonomy will be described in more detail as an example of translating research findings into use for principals. This description follows in the next section of the paper.

Developing Skills in Using New Leadership Tools for Intervening

In the series of inservice sessions scheduled across the previous year, principals and assistant principals had been introduced to and trained in the CBAM diagnostic dimension, Stages of Concern. In order to enhance the prescriptive skills of these administrators, the intervention frameworks were the focus of the second phase of training. To apply their new knowledge and skills with the new frameworks, the administrators were asked to do a project which focused on designing interventions based on actual situations in the school. The principals then developed written reports of their projects.

The Inservice Session

At this point in the training sequence the participants themselves could be characterized as having highest concerns at Stages 0 (Awareness), 1 (Informational), and 2 (Personal) with respect to the new focus on interventions, or what they would be doing. Based on CBAM theory, this was predictable and was confirmed by the concerns they expressed in open-ended statements (Newlove & Hall, 1976) at the beginning of the session. Following are some examples of their statements and coding of their concerns:

> "I am very interested in learning more that will help me improve my administrator skills" (SoC 1 and 2).
>
> "I am concerned about my abilities to be successful in the leadership arena" (SoC 2).
>
> "Will I learn more and be able to do the right thing with my teachers as an effective leader" (SoC 1 and 2)?

The session was designed not only to disseminate CBAM prescriptive tools to the principals in order to support their leadership function, but also to be responsive to the participants' Stages of Concern. A quick review of SoC was presented to remind principals of their competencies and comfort with the Stages of Concern concept and tools and to reestablish concerns as the diagnostic base upon which to build prescriptive action. Definitions were recalled through use of overhead projections, paper/pencil materials and small group interaction. Procedures for collecting data were briefly reviewed and the one-legged interview method was practiced. Reinforcing skills in analyzing data was done in small groups and individual work.

Then, to give principals more help in what to do to exercise leadership, the concept of interventions was presented. This was initiated by asking individuals to state a definition of intervention and then to write a brief description of an intervention they had made recently. Sharing and discussion

of the definitions led participants to an understanding of the CBAM definition of intervention.[2]

The classifications of Intervention Levels were then presented, followed by a collegial paper/pencil activity in which pairs of participants coded the level of interventions of prepared statements. A school system situation example was then provided and, in small groups, participants analyzed and constructed interventions at various levels. The Game Plan Components were similarly presented and practice provided in coding the components. Principals were then asked to return to the description of the intervention they had completed earlier and to code their own intervention.

To practice the new skills in using the intervention framework and the concept of concerns, a small-scale intervention activity was assigned. Participants were asked to design game plan component interventions for a situation in which CBAM concerns data were furnished. This activity was completed in small groups guided by the workshop leader. An example of how the game plan component interventions might be differentiated by concerns is shown in Figure 5.

The inservice session was designed to take into account the principals' awareness, informational and personal concerns about the new leadership tools.

At-Home Activity

For further practice, principals were asked to use the workshop ideas and techniques in an activity in their school. They were to identify a few teachers from their faculty and collect concerns data from them related to the new district curriculum. They would then plan appropriate interventions

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[2]Intervention (CBAM): An intervention is an action or event that influences use of an innovation, or has potential for influencing use.

Figure 5

Interventions for Game Plan Component 2: Training

	Responding to SoC 0, 1, 2	Responding to SoC 3
Strategy/ies	The principal conducts bi-weekly inservice sessions with faculty during the first year of implementation.	The principal conducts bi-weekly inservice sessions with faculty during the first year of implementation.
Tactic/s	Two overview meetings are led by the principal with each grade level team to introduce the new procedure and distribute the initial materials.	In each team's bi-weekly sessions in the third month, the principal engaged the faculty in simulation activities to practice the appropriate behaviors of the program.
Incident/s	At the first grade overview session, the principal modeled an aspect of the new program.	The principal worked with a kindergarten teacher in "acting out" how to handle a hostile child.
	At the sixth grade meeting a film was shown to introduce the philosophy of the new procedures.	With a fourth grade teacher the principal demonstrated how to deal with a hostile parent.

Hord. S. M., Thurber, J.C., & Hall, G. E. Helping administrators change: Tools for leadership. The Developer, National Staff Development Council, May 1981.

organized by game plan components. This follow-up task was planned to address the administrators' emerging management concerns by providing a specifically structured, clearly directed, "hands on," real-life practice. The grid, in Figure 6, was offered to help them organize their diagnostic data and the related interventions.

The practice activity, in addition to taking into account management concerns, would result also in the further alleviation of their personal concerns. Personal concerns would decrease as principals discovered that they could use the new tools provided by the inservice. They shared their activity by writing a brief report describing the setting, the data collection procedure and results, and the set of interventions they proposed and in many cases, actually used. These brief papers were reviewed by the workshop leader and individualized feedback was provided.

Results of Training

No evaluation or assessment procedures per se were employed for the training program. However, the products developed by the principals in response to the assigned task provided indications of their new skills. Many of their comments accompanying the assigned report revealed the principals' attitudes and assessment of the new tools. For instance, one principal reported that after implementing his interventions, "the personal concerns seemed to change . . . at the present time my teachers and I are relaxed and teaching." Another quotation from a person reporting on events in her school:

> For the most part during the last weeks concerns have fallen into management or consequence stages. Occasionally a personal concern surfaces, but with sincere encouragement and assurance type interventions has quickly passed . . . the Stages of Concern have been readily identifiable and the interventions have become a natural process.

Figure 6

Planning Stages of Concern

GPC 1
Supportive Organizational Arrangements

GPC 2
Training

GPC 3
Consultation/Reinforcement

GPC 4
Monitoring/Evaluation

GPC 5
External Communication

GPC 6
Dissemination

A third principal reviewed the interventions that had been made and assessed the situation:

> Although I feel like the innovation is now "off to a good start," I know that it can't be left to succeed on its own. As some of the teachers left the last workshop, I heard one say, "How do they expect me to have time to sit and write anecdotal records. I don't have time to do all they want now." That sounds like a teacher who has just left the informational stage and is now in the management stage.

There was variation in what the principals did with their assignment. All three SoC data collection procedures were used; many individuals included samples of the data they collected, along with their interpretations. Some of the principals designed interventions to respond to teachers' concerns without considering the "formal" intervention frameworks. Others used the intervention levels; some utilized game plan components as an organizing schema.

To share a sample of the principal's work, Figure 7 contains teachers' concerns comments solicited by the principal. They were organized by the principal according to Stage of Concern and interventions developed to respond to the stages represented.

As an example of interventions structured by game plan components after diagnosing concerns, Figure 8 presents an array of actions designed by another principal.

Space restrictions preclude the inclusion of additional examples. In general, the work submitted by the participants' reflected their engagement with the leadership tools and their satisfaction with using them.

Implications for Developing Leadership Skills

Building principals are seen as having a key role in affecting teachers, students and staff. Many factors can contribute to effective leadership at

Figure 7

Stages of Concern	Intervention
Stage 0. Awareness	
"I never heard of teaching communication skills as a discipline. I teach reading, English, spelling and writing independently." "The primary teachers are always receiving a lot of new materials." "The primary teachers are more involved in unified curriculum than we are." "It's about time the county piloted a program before requiring it."	a. Overview of the communication skills program in PREP and how its influence will be felt in intermediate grades. b. Updating of progress of writing team for Intermediate Communication Skills Resource Guides and Activity Kits c. Explanation of opportunities and advantages of participating in a pilot program.
Stage 1. Information	
"Will there be a lot of extra meetings?" "Are all the materials going to be available?" "Will the pilot program continue all year?" "Do we have a choice to participate or not?"	a. Emphasize participation is voluntary. b. Explanation of purpose of a pilot program. c. In-depth workshop introducing materials to be used.
Stage 2. Personal	
"Will I be observed while I'm using the materials?" "Do I have to use all the activities?" "Will we have to submit written opinions?" "Who is going to decide if I'm doing a good job?"	a. Encourage teachers to discuss concerns. b. Clarify role of pilot teachers. c. Explain correlation of communication skills resource guides and activity kits to Ginn and McMillian. d. Allow ample time for introduction of use of materials.
Stage 3. Management	
"It's taking me twice as long to make my lesson plans." "I'm spending all day teaching communication skills." "My aide is spending all her time organizing the activity kit." "I've changed my daily teaching schedule twice and still cannot get to everything."	a. Provide individual help in scheduling. b. Encourage "rap sessions" among the teachers. c. Offer suggestions on how to simplify use of activity kit. d. Work out a simple lesson plan format.
Stage 4. Consequence	
"My students wrote really original poems." "Too many of my students don't understand sentence structure to use the suggested activities." "My low group cannot handle the assignments for their level." "The suggested learning center was a big hit."	a. Recognize and praise success. b. Encourage teachers to share results. c. Visit regularly to offer favorable comments to class.

Stage 5. Collaboration Concerns

There have been only fleeting signs of this stage. Teacher S. has suggested all four teachers meet together to discuss their successes and pitfalls. This meeting is scheduled for Tuesday, October 21st.

Figure 8

GPC 1 Developing Supportive Organizational Arrangements

(1) Rearrange materials on shelves. Store in closet unused materials.

(2) Receiving enough revised F.S. Mastery Tests.

(3) Finding space - book storage.

(4) Supplying book needs.

GPC 2 Training

(1) Grade level meetings

(2) Workshops by area PREP Specialist

(3) Workshops (School Center Assistant Principal - PRT)

(4) Modeling use of innovation (PRT have ideal class set up/organized/ functioning

(5) Observation

(6) Rap sessions - sharing/expressing feelings, ideas

GPC 3 Providing Consultation and Reinforcement

(1) Comfort and caring sessions 9/23/81, 9/29/81, 9/30/81

(2) Administrator advocacy and support for use of the innovation (Daily reinforced)

(3) Problem solving group 9/30/81 - 10/6-13/81

(4) Peer support - very much involved.

GPC 4 Monitoring and Evaluation

(1) End of workshop questionnaire - Reviewed important facts covered

(2) Ongoing analysis - Frequent visits 10/5-12/81, 10/19/81

(3) Adm. conferences with teachers weekly 9/23-29 - 10/6-13/81

the school building and there are a range of leadership styles. An important dimension of all styles is the ability to take a reading of the constituency to determine "where it is," and then facilitate its movement toward appropriate goals. Thus, if principals are to be able to affect school improvement, they need a repertoire of facilitating skills. The CBAM views leadership as a prescriptive activity which includes the use of reliable data for making informed decisions about actions to be taken. The model contains procedures for collecting such data. The inservice sessions described in this paper provided principals with training in using CBAM measures to diagnose individual staff concerns and to decide which interventions might be helpful in facilitating staff effectiveness. It would be possible for the administrators to take action relevant to the needs and concerns of the staff, thus leadership would be strengthened.

What was learned from this experience?

Implications for Future Training

Principals, too, have concerns about training for new skills. Therefore, principals' training in use of the CBAM was itself concerns-based. That is, it accommodated the administrators' early and emerging concerns. Thus, the early inservice activities were arranged to target concerns for information and for how participants would personally be involved. The principals shared their personal concerns about being involved in the training. Their concerns were acknowledged as being typical and okay. During the workshop personal concerns were cited and responses made to them. How interventions within the various game plan components could be individualized by principals to respond to the personal concerns of their staff were noted. We believe that this feature of the principals' training, the consideration of principals' stages of concern, should be a key element in the planning and conduct of training.

Change is a process and the training of administrators needs to take into account that a "one-shot" workshop will not result in the desired change. The series of inservice experiences developed readiness for principals' use of Stages of Concern for diagnosis. It also developed readiness for learning about the use of the prescriptive part of the CBAM, intervening. Practice was provided in the workshop so the principals might learn how to manage use of the new ideas in a supportive environment. Then they were asked to try out the skills in their schools. The trainers anticipated that time and practice would be required to develop the principals new skills. To further encourage use and refinement of the leadership skills, the inservice leader responded to the trainees' written reports in a personalized way with feedback.

However, what is further needed is more between session follow-up activities and coaching. Specific network building between principals so they might interact and "coach" each other is a promising possibility. Working with smaller groups of principals by geographical area might support the network building, provide a more informal or casual format and save administrators precious travel time.

Some of the principals, while collecting data from faculty for their assignment, explained the concept of concerns and its usefulness to teachers. This was done as a rationale for asking the teachers for their time and responses. The principals told their teachers that they could be more helpful and supportive if they had information from the teachers. Sharing the idea of concerns helps each person in the change effort appreciate the differing perspectives of others engaged in the process. Helping principals learn to communicate the idea of concerns to others could be included as a training activity in an inservice session.

Implications for Future Research

These inservice experiences demonstrated the applicability of the CBAM concepts and tools. The training described in this paper constitutes an initial effort at translating the CBAM concepts and measures produced out of research on change into skill-building activities for administrators. The training begs further refinement and development. Indeed, what is needed now is research on the effects of the training on principals. At this time, an evaluation study is under discussion by colleagues in the District and CBAM project.

Recent CBAM study has produced an analytic tool (Hord, Hall & Zigarmi, 1980) which can be used by principals and others to examine their interventions (Hord, 1981). Curent CBAM research is focusing on the interventions of principals with their faculty in school change efforts (Principals as Change Facilitators: Their Interventions, 1982; Quantitative and Qualitative Procedures for Studying Interventions Influencing the Outcomes of School Improvement Efforts, 1982). Researching how principals might be trained to utilize such analytic tools and new intervention knowledge for the design and study of their own leadership behavior could provide an interesting exploration.

In summary, the importance of the principal's leadership role and the interventions they make to exercise that leadership function has become a current issue. How to train principals to implement that function is a critical issue. The CBAM tools were used not only as content but also in planning and designing the training for principals in order to help them move into this new role themselves. The assessment of the concerns of principals made their training more responsive, and consequently, principals' assessments

of their staff can help them maintain a leadership role and a clear focus for their actions in their schools.

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